

DEMANDS SUBMISSION OF THE NORMAL QUESTION TO PEOPLE

(Oregon Daily Journal.)
Weston, Or., March 2.—To the Editor of the Journal—Were the normal school system alone to be considered—were there no mistakes to ratify with regard to appropriations for necessary improvements at state institutions—it would still be the duty of the legislature to meet in special session.

Common business honor toward the normals demands that these affairs be wound up in a legitimate manner. No school can arrange for its contracts and obligations to end in the middle of the school year. No teacher would teach, no pupil would consent to be taught, under such conditions. The honest debts of the normals must be paid if Oregon would save itself from shame.

Graduates from eastern normal schools and colleges teaching in Weston are positively aghast at Oregon's seeming disregard or ordinary decency toward its schools. They are, or have been state institutions, yet are abandoned without a dollar, with every obligation to their teachers and students unfulfilled.

I have an interesting document on file in my office in proof that they are state institutions. It was sent me by Mr. Dunbar, former secretary of secretary of state, and curiously informed me concerning the decision of the attorney general to the effect that the state should pay for printing done for the Weston school, since it was a state institution and its work should be done by the state printer. At this very time Mr. Dunbar was quietly adding to his personal bank account unearned fees that amounted, it is charged, to \$100,000 during his term of office.

This reminds me that the normal schools are the scapegoats for every dollar appropriated by the state, and suffer vicarious atonement for every alleged graft. The \$500,000 given the Portland fair did not bring a dollar into Umatilla county, and took thousands out of the pockets of our citizens; yet the fair was hailed as a blessing, while Umatilla county's normal school is stigmatized as a graft.

The Crater Lake road, useful only to bug-buzzing tourists, gets \$100,000 without a protest from a single Portland newspaper, yet each tries to see which can club the normal schools the hardest.

The portage railway at Cello gets \$75,000, in addition to \$175,000 formerly appropriated. At the same time it shows receipts of about \$9000, this road is undoubtedly of value as a regulator of freight rates, yet it costs the state a great penny to "regulate," counting the interest on that quarter of a million invested. It is quite likely a good thing—for somebody. I do not know, and am not here to criticize.

Yet so is the training of teachers of undoubted value to the state, and its physical divisions are such that it positively needs three normals. Massachusetts has eight, I believe, and the man who would condemn them as grafts would be sought for by the dime museums.

The agricultural college got \$370,000, and very likely was entitled to every dollar. It is doing a great work. Yet at this rate its 1425 students cost the state about \$125 annually each. The Eastern Oregon Normal school has had \$17,500 annually for the past two years—the largest amount it ever received. Just before its recent troubles it had 172 actual attendance in its normal department, aside from 100 in the training school, which I do not count. At this rate its students cost about \$100 annually each, and more than 60 per cent of them come from counties other than Umatilla. It is a bonafide eastern Oregon institution, and the legislature will find that it has hosts of friends. It only becomes a local institution when Weston has to help it out, which the town is doing right now, with a fund that has reached \$3000, with the aid of other contributions from outside towns. Ten acres of ground and a brick building were among Weston's gifts in the past.

And the state university also, which has a handsome permanent maintenance fund that I did all in my power to aid in securing. Oregon needs this institution, but the normals are no more a graft than it is, and their graduates we warrant do not cost the state so much "per head." In fact, the graduates of the devoted and gallant Monmouth normal, whose history has been one of struggle and sacrifice, are not at present costing the state a dollar. Call the Monmouth normal a graft, and then call the Angel Gabriel a thief for the larceny of his golden trumpet.

The district fair gets money; the experiment station gets money; the asylum, penitentiary, reform school etc., get more money, the coyote counties get bounty funds—money goes out in streams from the state treasury for every conceivable purpose—and only the normal schools are "grafts." Oh, but this is a tiresome world to those of us who have time and again gone into our personal pockets for the aid of these state schools.

The normal school question ought to be submitted to the people for final decision as to whether they want one, two, three or none. And if the legislature wants to be fair it will do more than run the schools until June; it will give them a chance to live until the real arbiters of their fate—the sovereign people of the state of Oregon—have had a chance to speak. The legislature would be assuming too much to abolish them arbitrarily—and the heaviest taxpayers of Umatilla county, represented in the Farmers' Educational and Co-operative

union, have protested against such action by resolution addressed to Governor Benson.

CLARK WOOD.

WHAT LEADING LEGISLATORS SAY.

(Continued from Page Five.)

grades for practice schools."—President Graham, Maine, Normal.

"We prefer the smaller schools on account of the closer touch possible between student and teacher, and the better opportunity for practice teaching."—President Mankota, Minn., Normal.

"A number of small ones. Accommodate more pupils and keep in better touch with common schools."—President Woodbine, Iowa, Normal.

"The area most adjacent to a normal school is most effective. Hence there is a greater stimulus from a number of schools."—President Charleston, Illinois, Normal.

The closer you put a school to the people the more of them you reach."—President Jacksonville, Alabama, Normal.

"Competition is as necessary in developing ideals in educational institutions of efficiency as in business."—President Newport, N. L., Normal.

STATE NEEDS THREE.

Representative Mahone's Views of the Normal Problem.

(Oregon Daily Journal.)
Portland, Or., Feb. 23.—In the beginning of the session I took the position that the state should maintain the three schools. This belief was concurred in by the majority of the members of the house. When we saw that it was impossible to appropriate for the three, the house endeavored in every possible way to effect some compromise that would take care of the schools at the present, and put the matter up to the people of the state to settle at the coming election. The senate refused and compromise and stood upon its high prerogative of abolishing and doing away with all three of the schools; repudiating the contract that was made by the state, through its board of regents, that we should not even appropriate enough money to pay for the salaries that we contracted for. I think that it is a disgrace to our state in the treatment that it has given to these men and women who have already made sacrifices that the schools might be maintained as well as 800 students now in these institutions who are compelled to give up their work in the midyear.

I understand that in one of the normals that the salaries of the teachers are back now more than two months; also that there are about 80 young men and women who were expected to graduate at the end of the fiscal but it is also an outrage that these people will not be permitted to carry out their part of the contract and teach up to the end of the fiscal year, but is also an outrage that these students who have been three of four years in these institutions should be deprived of graduating at this time.

If the legislature had provided for the salaries and the maintenance of these institutions up until the end of the fiscal year, then the matter could be decided by the people as to the disposition that we should make of the normal schools. While I believe most firmly, that the time will come when the state will need them, when they came into existence they probably were not needed. The geographical location of each school is such that should one be taken away, it would deprive that section of the state, that is entirely cut off from the other two sections, of not having a normal training school; so the time will come when these or kindred institutions be needed for the training of our teachers. Previous to the meeting of the legislature, I looked into the normal school question as best I could relative to a comparison to other states.

In Massachusetts, where the normal schools first came into existence, their policy has been not to have more than 200 students in an institution at one time. Their experience has demonstrated the fact that when they go beyond the 200 mark that they cannot do effective work. These schools are founded and maintained primarily for the purpose of training teachers, and if we are to maintain an efficient common school system in this state, we must have well trained teachers.

So, in case a special session is called, I shall demand that the contract made by the state through its boards of regents shall be carried out and that these teachers shall be paid in full up to the end of the fiscal year before I shall vote for senate bill No. 254. The question then as to the three schools can be determined by the people later.

L. D. MAHONE.

Peace to the Ashes.

(Weston Leader, Feb. 26.)
Peace to the ashes of the Eastern Oregon state normal school. The bright sunlight will stream through its broken windows upon a scene of desolation and decay. The statue of Minerva, majestic, silent, inscrutable, will gaze upon an empty assembly hall, whose seats were erstwhile filled with ambitious students. The busts of Lincoln, Sappho and Pestalozzo, forlorn upon their pedestals, will have none to inspire with feats of emulation. The beautiful chandeliers, suspended from massive beams of

Those who accuse the Oregon normal school of "log-rolling" cannot point to a single example of vicious legislation for which they are responsible.

redwood, will no longer flood with radiance the intellectual and musical gatherings that responded to the calls for normal entertainments. The exquisite bas-relief of Aurora, the last alumni gift, will please no longer the artistic sense of the normal's guests and the magnificent pictures upon the walls of the assembly room will but accentuate the prevailing gloom. The \$40,000 main building, for which no caretaker has been provided, will ultimately fall into decay. The bats and the owls will roost in its belfry and the rats and the cockroaches seek refuge in its corridors, stairways and recitation rooms. There are books in plenty, but none to read; pianos, but none to play; classrooms equipped with every article of school furniture, but none to teach or recite; laboratories, but none to experiment; a kindergarten for the training school, but no children; a campus, but no students to make merry thereon with athletic sports and games. Of a verity, it is easier to destroy than to create. The splendid work of years has been undone in a few fateful days by the iconoclasts of the Oregon senate.

every appropriation allowed to go through the senate pay tribute to killing three normals and erecting one in Portland. When the final appropriations the senate combine allowed to become laws were itemized, it was found that even though the "awful normal grafters" did not get a cent, the appropriations made by the legislature reached a high-water mark for the state of Oregon.

Mr. Ayer's Conversion.

(East Oregonian, Feb. 26.)
Now Regent Ayer of the normal school board comes forth with a proposition in favor of two normal schools, one for eastern and one for western Oregon. This is the same Ayer who submitted the minority report favoring but one normal school and that in or near Portland. Now that the normal schools have been slain, Mr. Ayer admits that he was wrong. He admits that he had not fully investigated the subject. It is too bad he did not make this admission while the legislature was still in session. This post mortem conversion is not very satisfactory.

Nevertheless Mr. Ayer is right when he says that there should be an eastern Oregon normal school. We need a normal school and always will. There are 15 counties in eastern Oregon and they constitute two-thirds the area of the state. These counties want good schools. But to have good schools they must have good teachers and they cannot have the latter unless provision is made for normal training in eastern Oregon. Eastern Oregon young people will not go abroad to secure normal training. A few will do so of course, but those who do will not furnish one-tenth enough teachers for eastern Oregon. Most of those who go abroad for normal training also teach abroad.

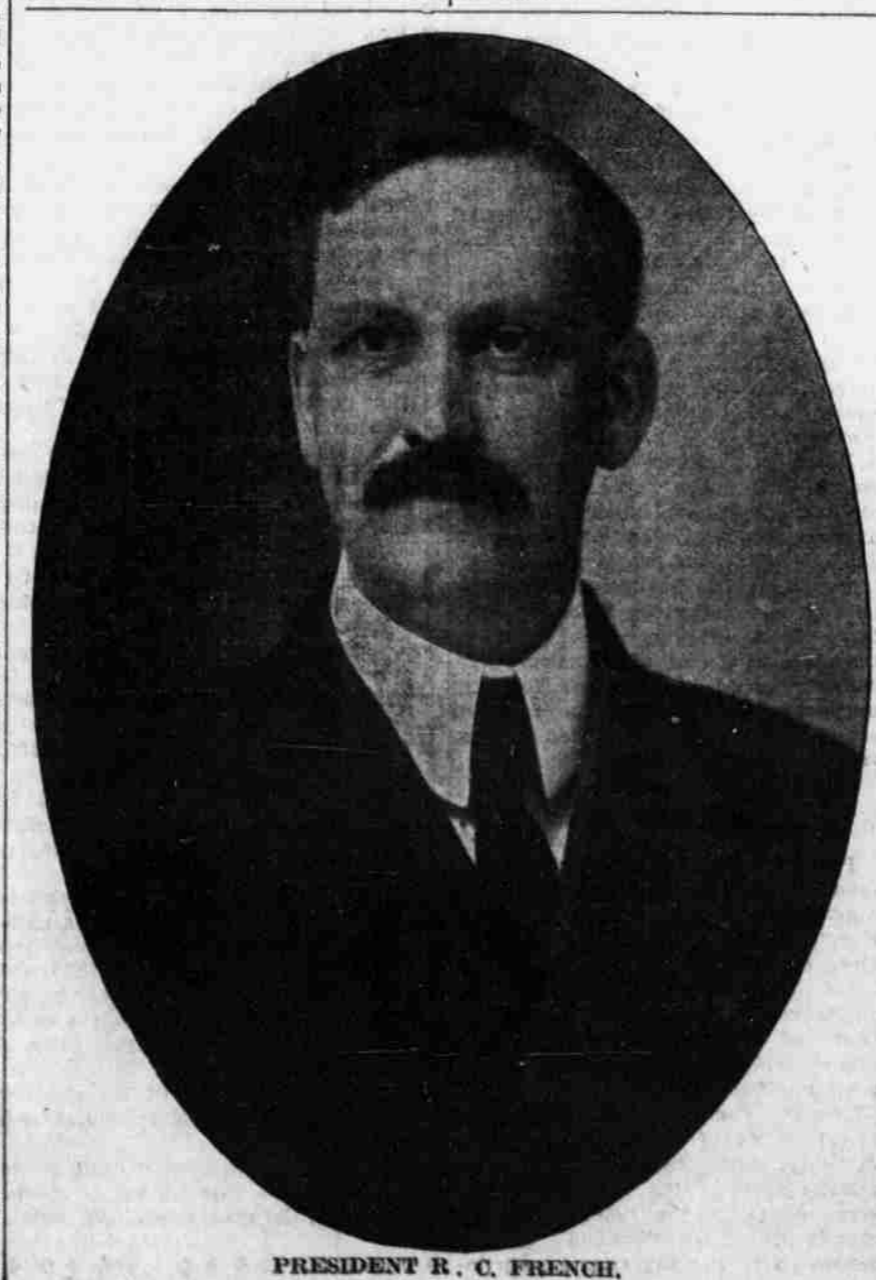
Provision should be made for offering normal instruction during the next two years. If the people of Weston can keep their school going, relying upon the state to support it after the next session of the legislature, very well. If they cannot do so, then a good strong normal course should be provided for in either the Pendleton academy or the Pendleton high school.

True, the fight is over now and further argument at this time may seem useless. But the subject of normal education will come up again. It is well that the people should know the truth about the matter and it is for this purpose the subject is treated here. The substance of the whole matter is that normal schools were viciously slandered and then killed, when they should have been supported and encouraged. Some day the people of Oregon will find this out if they do not know the fact already.

—East Oregonian.

Enemies of the school charge that they cost \$1000 per annum per student. But the figures show the cost to be close to \$75 per annum. This is a wide discrepancy. Then it was shown on the floor of the senate by Senator Smith, who fought hard and consistently for the normal schools, that the annual cost per normal student is far less than the per capita cost for university students.—East Oregonian.

Who was this interesting aggregation? They were the senators representing the prospective beneficiary and the senators from the penitentiary and asylum districts and made



PRESIDENT R. C. FRENCH.

ASHLANDS VIEW OF THE STATE NORMAL SCHOOL QUESTION

(By F. D. Wagner, in Sunday Oregonian.)

Observing that the Oregon, since the adjournment of the legislature, has lifted the lid a trifle at least and has allowed an expression from one friend of the normal school grafts to be printed in its columns, I appeal for space for a few humble observations from this section of Oregon, the home of another one of these alleged grafts.

I want to emphasize to begin with that we are rather a simple country folk out here, humble, albeit honest as a rule, and have been taught ruthlessly to observe our political allegiance to the state of Oregon and pay our tribute to its commercial center, Portland.

In our humbleness and simplicity we read with satisfaction in the Oregonian two years ago that as a solution of the normal school question, which it was alleged had vexed legislatures for years, it had been decided by our wise representatives assembled at Salem to constitute one board of regents for the state normal schools, and not only to administer them, but also to make report to the next legislature after a careful study and investigation of the subject of a permanent normal school policy. This board in its wisdom saw fit to recognize the need for providing each of the three natural geographical sections of Oregon with normal school facilities, and recommended the permanent maintenance of the three schools already established at Weston, Monmouth and Ashland, with appropriations for maintenance and buildings that would be commensurate with their needs and creditable to state institutions. These regents did not ask our opinion nor did we attempt to thrust it upon them. Our great governor saw fit not only to approve this plan, but in his message read at the opening of our late lamented legislature recommended it to favorable consideration in this august body.

As was hinted before, being simple folks but honest, we naturally felt very much gratified at the favor shown by the board of regents upon our section of the state, and took it for granted the action of this board would settle the matter in a general way at least. For the board was created by the legislature, and we foolishly thought that the legislature would heed the recommendations of its creatures.

And this impression seemed to prevail among most citizens of the state until toward the closing days of the recent session, when a sudden and terrific onslaught was made upon these schools. They were charged with being grafts, and everybody around around Salem and Portland (at least those whose names got in the papers) seemed to forget that there was or ever had been a state board of regents of normal schools charged with the work of investigating this question carefully. For the reports or recommendations of this board were not called for and the governor's recommendations were, also, it seemed, entirely forgotten. The newspapers ran amuck, and the mention of normal schools was to them like waving a red flak at a bull. The papers spread their infection and members of the legislature echoed the grafting sentiments. When the battle reached the senate fury seemed to reign. The chairman of the ways and means committee would lose his head at the mere suggestion of an appropriation for three normal schools, as recommended by the board of regents. The president of the senate found himself called upon to leave his exalted chair and climb down to the level of common members of the senate, where he denounced these schools and said in effect they were conceived in iniquity and born of legislative log-rolling.

We, as stated before, being simple folk but honest, were surprised and astounded at such declarations, and began to wonder. We thought these schools had been such great boons to the young and ambitious in all sections of the state, as we knew the school here had been to southern Oregon. Our wonder grew when we investigated and found that this same president of the senate as a member of previous sessions of the legislature had voted for the support and maintenance of these institutions. What did his changed course mean? We were stunned with wonderment and could only watch in amazement the assassination in the senate accomplished.

But our eyes are opening. We are still dutiful and have continued to read the Portland newspapers since the legislature adjourned and are finding out some things. For instance, one of the bright young legislative reporters of the Evening Telegram, in the issue of February 22, tells how it all happened in a nutshell: "The breaking up of the normal school combination was chiefly the work of President Jay Bowerman. He refused to appoint a normal man on the ways and means committee, and carefully organized other committees so that if the senate really wanted to wipe out the schools the opportunity was present."

So you see we are not so simple-minded as we were before. We have learned that the senate was "framed up," as they call it, against normal schools, all apparently in the interest of a one-normal-school-at-Portland plan, which was never broached to the people of the state generally until it came up in the legislature, and was never suggested by any considerable number of people. Did Bowerman pay this price for his job as president, with its possible perquisites of the acting governorship?

But, really, now, isn't it a dirty shame and a disgrace the way the legislature treated the normal schools and left them stranded as it were in the middle of a term, with forces of teachers employed and contracted with by the state's agents, the normal regents, for the full school year, and no money to pay them. With hundreds of students whose tuition money for the full term has been collected and put in the state treasury, from which it cannot be extracted, clamoring for a fulfillment of the contract on the part of the state to give them instruction for the remainder of the year; with graduates who have spent three and a half years in study now threatened with the discrediting of their work in these schools, much of it done at a great sacrifice. Isn't it a shameful spectacle, even as the legislators themselves may view it in their sober senses?

Only three states in the union, we are told, are now in the class with Oregon in not supporting state normal schools—Wyoming, Nevada and Delaware. With our bid for desirable immigration from the states further east, what kind of an impression will the news that Oregon has repudiated its normal schools make? What will Tom Richardson say to circumvent it?

And, honestly, besides, wasn't it a cowardly thing to do to assassinate the existing schools the way the senate did? If the people of Oregon want one normal school let them have a chance to express themselves upon it. But in fair play let them have a free rein to make the selection of the location. But let them also have a free rein to express themselves for or against the solution of the normal school question recommended by the state board of regents calling for the support of the three existing schools at Ashland, Weston and Monmouth.

UNION FARMERS ACT.
Resolutions Are Passed Urging a Special Session.

Our farmers are aroused over the normal school situation. They pay taxes, as well as the farmers of the Willamette valley, and feel that Eastern Oregon is entitled to recognition in an educational way.

The farmers of this section have identified themselves with the Farmers' Educational and Co-operative Union, and are strongly organized. Farmers Union No. 6 met and unanimously passed a resolution asking Governor Benson to call a special session of the legislature. This document was signed by the entire membership, over forty in number, and forwarded to the governor.

Farmers Union No. 7 immediately followed with a similar resolution, which is published below. Many of the heaviest tax payers in Umatilla county are represented among the signatures to these documents:

Hon. F. W. Benson,
Governor of Oregon;
We, the officers and members of Farmers' Union No. 7 of Umatilla county, state of Oregon, denounce in unmeasured terms the action of the late legislature in cutting off the appropriation for the maintenance of the State Normal schools, thereby demoralizing the educational system of the state and creating a false impression in the minds of prospective settlers.

We earnestly request that you call a special session of the legislature to provide for the maintenance of the normal schools until the normal school question can be settled by the power of the initiative, or until it is placed on a permanent basis at a regular session of the legislature.

Signed by J. H. Price, President; W. A. Barnes, Vice President; D. C. Kirk, Secretary, and others.

"Advertising Oregon."
(Salem Capital Journal.)
The senators voted to abolish the normal schools and established a state institution for consumptives at a cost of \$45,000.

Is that a good way to advertise Oregon?
The senate strikes down training schools for public school teachers.

It establishes another asylum in eastern Oregon.

Is that a good way to advertise Oregon?
The senate passed a bill that every young man must be examined by a physician before he can get a marriage certificate, to show that he has no vile disease.

That is to advertise the young manhood of Oregon.

We display our defects, advertise our liabilities and conceal our assets too much.

We hide our virtues, reveal our defects and advertise our vices.

We appropriate money for armories, for horse racing establishments, for salmon hatcheries; we create new offices from deputy constables to supreme judges in defiance of the constitution—all to advertise Oregon.

If the normal schools have been a graft, then the angel at the door of heaven is also a grafter. In the normal schools heads of departments have been working for salaries that would be scorned by store clerks. They have been doing work of the utmost importance on salaries that scarcely were their living expenses. At Monmouth the professors have offered to work the remainder of the school year for \$75 per month each in order that the students may compete their work. In that school are some of the strongest educators in the state. They are showing a self sacrifice that is commendable. Yet these men are called grafters.—East Oregonian.